

## Communication as A Communicative Relationship in The Management Process

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### Abstract

This article discusses the communicative side of communication in the management process, the quality of the communication tool, the types of speech, and the perceptive side of communication.

**Keywords:** communication, speech, paralinguistic influence, reflection, identification, stereotyping.

### Introduction

As in other fields, when people interact with each other in the management field, one of their main goals is to influence each other, that is, to persuade them to their ideas, to encourage them to act, to change their attitudes, and to leave a good impression. When the communicative aspect of communication in the process of management is called, its tasks as a process of interpersonal exchange of information, knowledge, ideas, and opinions are meant. Language serves as the main tool of this process. Language is a means of communication between people, with the help of which people communicate their knowledge and so on to each other. It is known that there are mainly 2 types of speech as a means of communication: written speech and oral speech. Oral speech itself is divided into dialogic and monologic types.

### Methodology

The content, character, and duration of *a dialogic speech* directly depend on the personal views, interests, mutual relations, and goals of the persons involved in the dialogue. That is why dialogic conversations between a teacher and a student, emotional leaders, diplomats, and friends who meet on the street are different from each other.

*A monologic speech* is an address of one person to another person or a group of people, and it has conditions such as psychological structure, logical completion of thoughts, and the need to follow grammatical rules while speaking. For example, a student preparing for a lecture, from the time of preparation to the end of the lecture, experiences a number of inner mental experiences, spends a lot of time and energy on it. Compared to dialogical speech, this type of speech is more complicated. Communication conducted through language is called verbal [1]. In the process of communication, in addition to words, people use various actions, gestures, laughter, intonations, etc., that is, verbal means. Gestures, facial expressions, intonations, stops (pauses), emotional states, laughter, crying, glances, facial expressions, etc. are non-verbal means of communication that enhance the process of communication, supplement it, and sometimes replace oral communication, such means are non-verbal, called tools.

The great Russian writer L.Tolstoy observed that people have 97 different types of laughter and 85 different types of eye gaze. According to G.M.Andreeva, there are about 2,000 types of



human facial expressions and gazes. Especially, the role of eye contact and gaze at the first meeting has been studied in the process of special research. All this helps people to understand each other, ensuring that communication is emotionally rich and meaningful [2]. It should be emphasized that non-verbal means of communication have national and regional characteristics. For example, the communication process of the Uzbek people is rich, and the direct nature of their interactions is related to the greater use of such tools. The fact that children express their feelings and wishes to their mothers with their cries also depends on the age characteristics of children. The fact that children express their feelings and wishes to their mothers with their cries also depends on the age characteristics of children. If you look at the culture of other nations, you can see that some means of communication are used for different purposes in different nations. When Bulgarians want to confirm an opinion on something, they shake their heads from side to side, and when they want to deny, they shake their heads. It is known that Uzbeks, Russians and a number of other nationalities have the opposite.

The spatial arrangement of the interlocutors is also of great importance in non-verbal communication. For example, because women are more emotional, they tend to stand close to each other when they talk, while men always maintain a spatial distance between themselves. According to scientists, it is better to teach children face to face in a circle than to send them back to back, as usual, because in such conditions the students have a greater sense of responsibility and because there is an exchange of emotions, the psychological situation in the group is positive, and the children are better understand the subject and each other, the relationship will be much better [3].

**Paralinguistic influence** is the surrounding factors that disturb the speech, strengthen it or weaken it. This includes high-pitched or low-pitched speech, articulation, sounds, pauses, stuttering, coughing, tongue movements, exclamations. Depending on this, for example, if our friend promises us something, we will know how sincere he is. We believe that he will say, "Of course I will!" with an open face and a bold voice.

If we take it at the scale of society, it can be seen that the behavior of people in different conditions, the management of their behavior depends on certain psychological laws. The reason for this is the various norms and rules adopted in the society. Because, in the processes of mutual communication and interaction, the images of such actions are absorbed into the minds of people, and everyone accepts them as a norm. For example, it is a norm of behavior that teenagers and young people in general should give way to adults in public places. Adherence to this norm or not is controlled by the system of social control. That is, in the above conditions, if a teenager does not make room for an elderly person on the bus, the public will immediately call him to social order. Therefore, each person performs different roles in different circumstances, and how these roles are performed and their compliance with people's expectations is monitored through the social control system. That is why people who enter into communication always control their own behavior and the behavior of others and adapt to each other in their actions. But sometimes having too many roles in a person can lead to role conflict. For example, if a school teacher has a child in the class he teaches, he may experience such a conflict during the lesson, that is, he has to perform the role of both father or mother and teacher at the same time. Or the teacher who comes to the home of a misbehaving student struggles between the roles of teacher and visitor at the same time.



### **The perceptual aspect of communication**

In the process of communication, people not only exchange information and interact with each other, but also try to understand and perceive each other more correctly and accurately. This aspect is related to the problem of personal perception and understanding. In the process of joint activity, the correct understanding and clear perception of individuals ensures effective communication. The laboratory led by the Russian psychologist A.A.Bodalev observed a number of psychological laws in determining the mechanisms of mutual perception. Such mechanisms include:

- identification;
- reflection;
- include stereotyping.

Identification is such a psychological phenomenon that the interlocutors try to put themselves in each other's place in order to perceive each other more correctly. That is, trying to understand another person through one's own knowledge, imagination, feelings, comparing oneself with someone (consciously or unconsciously) is identification. For example, the inner state of a guy going on a date for the first time can be understood by his friend or brother [4-8].

Reflection is imagining oneself from the position and situation of the interlocutor during the communication process, that is, reflection is a desire to look at oneself through someone else's eyes, referring to the perception of another person. Because, without it, a person may not know himself clearly in the process of communication, choose the wrong forms of communication [7-10].

**Stereotyping** is the use of stereotyped images that have been formed in people's minds during communication. Social stereotypes are images that each person has about one or another group of people. A.A.Bodalev and his students have observed that such stereotypes can sometimes lead communication in the right direction, and in other cases can be the cause of errors in it. Such errors in perception and understanding are called causal attribution (from the Latin "cauza" - cause, "atrebutio" - means to give, add).

### **Conclusion**

Thus, social perception or the process of people's correct perception and understanding of each other is one of the important problems of communication. This process is psychologically complex, in which each of the parties involved in communication acts as both an object and a subject of this perception. When a person is viewed as an object of perception, all the qualities and aspects of the "image of another person" formed in him are meant. The signs that serve to create such an image include: the appearance of that person, his clothes, behavior, emotional state, voice, speech, actions, walking, etc. But among these, a person's face is the object that provides the most information to the interlocutor during communication. That is why face-to-face conversation is much easier and richer in information than talking on the phone.

If people's correct perception of each other is related to their perceptual, that is, emotional cognition (perception), understanding each other is a complex process directly related to their thinking areas. A person who correctly understands another person is considered to be able to enter his emotional state, in other words, he develops empathy - the ability to understand other



people's feelings. Only a highly conscious, cultured person who has "seen a lot" can properly understand others and stand in their position.

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